The South Indian Teacher

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VOLUME XXXIII — 1960

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RAJA ANNAMALAIPURAM, MADRAS-28.

THE SOUTH INDIAN TEACHER

VOLUME XXXIII — 1960

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THE SOUTH INDIAN TEACHER

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EDITORIAL

A Happy New Year

We wish all our readers a Happy New Year and a Happy *Pongal.* May the New Year bring them health and happiness !

Progress of Education in 1960

As usual, more persons joined the fold of the Teaching Profession in 1960 also and we take this opportunity to welcome them to our ranks.

We are glad more and more members are taking to our profession. Tremendous progress in education would have been possible if Teachers had been given facilities to educate and not merely instruct the pupils in their charge.

Progress — 1961

We wish the public and the Government recognize the fact that education is different from instruction and real education is possible only if the pupils entrusted to a Teacher do not exceed twenty in number. Education implies the study by the Teacher of the latent faculties of the student and such a study is impossible in a class of more than twenty students.

Another factor has to be recognized. The Government can lay down *what* to *teach* and *when to teach* through syllabuses and time-tables. But, *how to teach* each student depends on the latent abilities the student possesses. Should not the Teacher be given opportunity to study these talents ? Would it be possible for him to make a study in a class of over twenty ? Even schools of shorter duration per day with classes of manageable numbers will enable Teachers to *educate* the pupils instead of instructing them. Will 1961 bring in a change in this respect ?

What the Teachers expect in 1961

A step that will cost nothing to the Government, but will give much relief to the Teacher in the Aided Institutions is provision of security of service on a statutory basis. It is hoped such a provision will find a place in the statute book at least in 1961.

Fixation of Salaries in the Revised Scale

Many Institutions have not yet implemented the new revised scales. We appeal to the Government to lay down a specific date-limit to minimise the delay in payment at the revised rates, along with the arrears from June 1960.

Weightage

It is a well-known fact that the services of a Teacher differs from service in any office. The Teacher, due to the existence of different Agencies, the existence of different grades of institutions under one and the same Agency, the lack of security of service, the facilities for raising himself from one cadre to another by his studies, and the revision of scales in recent years, cannot get the full benefit of weightage if his total service, irrespective of the different grades of institutions he might have served under, the different institutions he might have served under, the different cadres in which he

might have served, the different Agencies he might have served under and the different scales he might have been placed on, is not taken into account. We hope Government will kindly pass orders making this point clear that the total service of a Teacher should be taken for purposes of weightage, as is taken for the purposes of pension. Many Teachers will be at a disadvantage, if such clear orders are not passed.

Allowances for Heads of Institutions

Institutions under the Aided Agency (Elementary, Middle and High Schools) hesitate to pay the allowances due to the Heads of Institutions on the Local Board Scale in the absence of specific orders on the matter. We request the Government to issue instructions on the matter.

Extraordinary Conference

The proceedings will be published in the next issue.

Crucial Dates and Pension

We are highly grateful to the Government for their orders through G.O. (Ms) 2386 — Education dated 14-11-1960, removing the insistence on service on the crucial date 1-4-1955 in respect of super-annuated Teachers.

Now, all super-annuated Teachers retired *on or after* 1-4-1955 irrespective of grades are eligible for pension— the B.T. grade Teacher getting effect for payment only from 1-4-1958. It is hoped Government will kindly extend the benefit of pension to Teachers who retired before 1-4-1955. They will be comparatively very few in number and the cost is sure to be very low.

Pension for B.T. Grade Teachers

The Union reiterates its appeal to the Government for extension of the usual formulae, for pension to B. T. grade Teachers on a par with other grades of Teachers.

Third Five-Year Plan

The proposal of our State to spend about Rs. 398 crores has now been revised, and the amount is to be reduced by about Rs. 100 crores. We sincerely hope this reduction would not affect the provision under 'Education'

The Educational System and the Third Five-Year Plan

Leaders of thought are expressing the need to completely re-model our educational system to save the country from disintegration. The need for reviving human values is also felt. Will the authorities concerned attach at least in the Third Plan, enough importance to the *man* side by side with agriculture and industries ? The development of *man* depends on the content of education that we impart and this needs a thorough overhaul. Any amount spent on education without revising the content on national lines is a waste.

We hope a committee on an All-India basis would be urgently set up to overhaul within 1961, the content of education with particular emphasis on the revision of History lessons, that have not a little been responsible for disturbing unity.

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DAILY RECORD OF A CASE HISTORY

Sri S. JAGANNATHAN, Saidapet.

(*Continued from Dec., 1960 issue*)

M. D.	
7— 1	First appearance of tooth. Hard and white.
7— 2	Teething takes place. One tooth coming up in the lower row. Can be felt by a touch of finger.
7— 6	Stands in the cradle by holding on to the sides very firmly. Repeats the attempt while allowed to sit down in it. Looks up and listens to the temple bell. Looks up at light while street light is lit up in the evening. Watches the house sparrow flying from place to place within the house.
7— 7	Biting the shoulder or ear or hand whichever he is able to snatch or lies within easy reach of his mouth. Wants to be more frequently carried than before.
7— 9	Standing on foot board of the cradle and clinging to the cradle chain as if climbing up. One more tooth coming up from upper jaw. Scratching the head at the back due to perspiration and sweat on account of the heat and to ward off itching sensation arising therefrom.
7—10	Beckons to a dog in the child's speech.
7—11	Bites a hard pencil or a wooden rattle. Also bites in ectasy those who carry him. Sensation to use the new teeth. Beckons to new faces in the same child's babbling way.
7—12	Waving hands to the mention of வா, வா, First signs. Evidence of growing speech from to-day. Passing urine at the suggestion of மூச்சா. Looks up for a crow as the word crow is spoken.
7—16	Getting down into the front yard from the verandah with all precaution for a safe and sure landing. Splashing water with leg or hand in evidence. Moving hands briskly out towards the thigh. (Sign of calling.) Taking hold of ears, nose of parents.
7—17	Looking at a flock of sheep—Enjoys going about by looking at all things around. Babbling talks growing in intensity. Abba — Abba—Amma Ma, ma. Amma. Ya — ya — Trying to sit up with erect back and steady head. Attempt at moving forward on knee.
7—18	Second teeth — both up and below — Loose white motions — as is usual at teething period.

But not accompanied by these signs at the time of the appearance of the 1st. teeth above and below.

Always enjoys a bath — Sucking thumb or getting fingers into mouth only occasionally.

7—19 Synchronising with the appearance of teeth, new sounds d, dth arise. Spoken number of times at a stretch — frequent repetition of the same at occasional intervals.

7—20 Babbling and baby talk, at a stretch continued to-day also.

Holds a pencil in two positions, that of a piper and a flutist.

7—22 Calls crow by gr. gr. — Period of teething — physical troubles — vomitting, free motions, weakening of physical conditions.

7—23 Recognises dog, crow, sparrow, cow and calf and beckons to them as they go by a sound.

7—24 Takes hold of the handle in the rocking horse.

(1) by two hands and stretches legs in front on the two sides and assumes a good posture.

(2) sits by himself for sometime.

(3) Appearance of a third tooth in the upper row.

7—26 Cries when passing through darkness after coming through lighted streets — — First experience

Repeats new sounds ட, டா, த, தா, ba baa.

7—29 Making noise by biting his own teeth.

Tries to stand up raising buttocks very high.

Moves on to the floor, lays head there — Sits up though not quite well.

7—30 Simultaneously with the biting of his lips new sounds like va vaa come up.

Hears mimicry of cats mewing — Laughs at the mimicry — attempts it himself.

Sparrow, dog, crow all attract attention.

At the mention of these words, looks up to places where these could be seen usually.

Plays in bed for a long time before going to sleep, in a larger company of 4 or 5.

Looks at his own shadow on the wall and goes to it to catch hold of it.

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BASIC EDUCATION

BHIMASHARMA, NAGANUR

"To bloom the hidden power of the boys is called the Basic Education. It is a strong base to the prosperity of the country"

Mahatma Gandhiji's genius revolutionsed the Indian Society. Its effects reflected also on the system of education. Hundred years ago, the British brought in force a sort of education which lacked contact with the society. Uptil 1947, Indians enjoyed that education. That education had many draw-backs. It was prelude to the Indian social life. It enforced difference between the poor and the rich. It taught us only to read and write, i.e., it prepared clerks only. It benefited the rich. Gandhiji knew this when he planned for a new education. He therefore, wrote some articles in "Harijan" — a Weekly paper about the new education. In 1937 a committee with Dr. Zakir Hussain as Chairman was set up to go into details about this new education envisaged by Gandhiji. The committee prepared a draft syllabus on the lines indicated on the basis of Psychology. Then it was sanctioned by the then Government. Gandhiji blessed it. The new education came out with flying colours. It is called "Basic Education" or "Nayee Taleem."

Such kind of education is hated by some. But it has a foundation in the thoughts of Tolstoy and Rousseoau. The haters should not forget this thing. Gandhiji had an experience of his thoughts about this education in South Africa in the Tolstoy form. Then he put into practice his thoughts on education. All educationists in the west praised it. There is a peculiar coincidence of thoughts. It is believed that the new educational system brings about a new social order.

What is the definition of Basic education? It is apt to the natural situation. It is dependent on the activities. It helps to earn his or her life's primary needs — food, clothing and shelter and to develop instincts, talents, abilities, interest in the individual. It serves to help the child to become a good citizen. An individual becomes self-sufficient in the independent society.

It will not be an exaggeration to describe its peculiarities as follows :—

1. This education is imparted through activities. It is not a new one. Because in ancient times, education was being imparted through the physical activities in Sparta and through music in Greece. In Gurukula, it was going on with the daily familiar and religious activities. Montessorie and John Dewey launched a movement to impart education through activities. Gandhiji not only followed the same but also changed the very connotation of education and widened its scope to new horizons — That it meant Basic Education is life, for life and through life. So it should be also called "Life Education". The education under the British rule was only through books. It had no life and tenor. Such a bookish education caused to increase unemployment and to destroy the cottage industries in India. Such a loss to the country has been unbearable up till now. Subjects are taught having correlation to the useful activities. In it, life and books are linked. Such a linking was not in the past teaching process. It is very important in the educational field. Individual learns that "Work is Worship"

2. Subjects are taught with a view to fulfilling. Teachers have to take stock of their students' likes and dislikes. They are required to adjust their teaching to the proper development of their instinctive abilities. Those instincts are the reins to the hands of teachers. For that purpose,

natural, physical, cultural and productive activities are employed in the teaching method.

3. It develops nationality, self-sufficiency, morality among the students.

4. While working, the student respects labour. He or she is ready to sacrifice for the welfare of mankind at large.

Now this kind of education is introduced in some schools. So many schools are yet craftless. This difference should be ended as early as possible. If allowed to prevail in schools, all Basic Schools are affected. Such a good education may become stuffless and lifeless. Therefore the following adjustments are suggested in the non-basic schools :—

1. Activities should be begun as a medium of instruction.

2. Correlated method should be used in teaching the subjects.

3. Non-Basic Schools are Basic Schools minus craft. So activities from physical, cultural and natural environments should be chosen to impart education.

4. Simple crafts — clay-models, card-board things and paper articles may be introduced.

I hope all non-Basic Schools will be converted to Basic Schools.

SOVIET SCHOOL DAY

(Facts and Figures)

The new school year started in Soviet schools and higher educational establishments on September 1. Below are facts and figures showing the achievements of the Soviet system of education :

There are more than 220,000 general education schools of all types in the Soviet Union, providing tuition to more than 33 million people. During the current seven-year period (1959-1965) the number of pupils in the country will increase by seven million.

With textbooks published in 59 languages, teaching in Soviet schools is conducted everywhere in the native languages.

There are some two million teachers in the USSR, thus providing one teacher for every 17 pupils (the ratio for the USA is 1:82, and for Britain 1:30).

Education is free of charge in the USSR—from the first form and right up to the receipt of a diploma of a higher educational establishment.

There are more than 760 higher educational establishments in the USSR with a student body of over two million—this is four times more than the number of students in Britain, France, the FRG and Italy taken together. More than 13 million people in the country have a higher, incomplete higher and specialised secondary education. During the past 20 years the number of persons with a higher education per 1,000 of the population increased three-fold.

The number of students enrolled in higher educational establishments of the USSR increases from year to year. This year more than 550,000 boys and girls have been enrolled as first-year students, this is 50,000 more than in the past year.

The article describes how the Soviet Union solved the problem of developing languages of backward peoples, creating new scripts for them where they had none, improving the scripts where they were archaic, and in general making them the medium of education. ......

EDUCATION THROUGH THE MEDIUM OF MOTHER TONGUE

By G. SERDYUCHENKO, D.Sc. (Philology).

The Soviet population includes more than a hundred nationalities and ethnic groups speaking different languages and having original cultures of their own.

It is well known that language is not only a means of communication; it embodies the culture of a people and helps to retain and pass over from generation to generation the spiritual wealth created by a people throughout ages and millennia.

That is why Lenin attached very great importance to the role of the native tongue in the development of the rich and multifarious culture of the peoples inhabiting the Soviet Union. As soon as the Soviet state was born, Lenin gave the call that all the nationalities of Russia should be granted "the freedom of their native tongue."

The Soviet Constitution enables every nationality to set up an extensive network of national schools and other cultural and educational establishments. Tens of thousands of national schools appeared in the Russian Federation alone in the years of Soviet power. They have today some four million pupils on their rolls. Tuition is given in 47 languages of the peoples inhabiting the Russian Federation.

IMPORTANCE OF MOTHER TONGUE

The importance of a child's mother tongue for his education cannot be overestimated. By teaching pupils in their native tongue a teacher can put to use the tremendous wealth of observations and notions of the world around us with which every child enters school. The child acquires all these observations and notions, his rudimentary understanding of the phenomena around him, through his native tongue. It is precisely on this foundation, i.e. the native tongue of the pupils, that the teacher bases his educational work at school.

The setting-up of schools, where tuition is given in a native tongue, called for the creation and publication of various kinds of literature, text-books in the first place, in many different languages, which had no such literature. And for that it was necessary to create a written language for peoples who either had no alphabets of their own at all or used imperfect, archaic alphabets.

NEW ALPHABETS

Nearly 60 peoples of the USSR acquired a written language in the years of Soviet power. The new alphabets were worked out on a Latinised lettering base. But late in thirties, owing to the urge to master Russian, nearly all the peoples of the Soviet Union, with the exception of Georgians and Armenians in the Caucasus, the Baltic peoples (Latvians, Lithuanians and Estonians) and the Karelians residing in the Karelian ASSR, went over to alphabets based on the Russian script

Some 20 nationalities speaking Turkic languages, Mongolian and Ugro-finnish nationalities, and some of the Iranian and mountainous nationalities of the Caucasus went over to the system of modern alphabet based on the Russian script.

EXTENSIVE RESEARCHES

Extensive research preceded the creation of written languages both for peoples who did not have them before and for those whose alphabets had been imperfect and archaic. Deep studies of, and researches into, the languages of the peoples of the Soviet land, big and small, were started soon after the October Revolution.

These studies resulted in the creation of extensive scientific literature on the languages of the Soviet country. The phonetics, grammar and vocabulary of not only literary languages but of many of their dialects too were studied.

Measures on creating written languages for peoples who did not have them, the improvement of archaic alphabets and compilation of numerous text-books were a necessary prerequisite for the introduction of native languages into the educational practice of the Soviet school.

PRESENT SITUATION

The situation now is as follows : The numerically small peoples, and peoples without literary-written traditions, receive education in their native tongue only at the elementary school, i.e. in the first four years of learning. Beginning with the fifth form, tuition is given in the Russian language, while the native tongue and the national literature are taught as separate subjects. In a considerable number of autonomous republics and in some autonomous regions tuitions in the native language is given in the first seven or eight years of schooling. Tuition in the native language for all subjects and in all forms of school, whether ten-year or eleven-year, is available in the majority of the Union republics and also in the Tatar, Bashkir, Azerbaijan, Armenian, Georgian and Kazakh schools of the Russian Federation. At the schools of the peoples of extreme North, scattered all over the northern part of the Soviet Union and the Far East, tuition in the native language is, as a rule, given at the preparatory and the first two forms of the elementary school.

The Soviet national school constantly perfects its methods of teaching native languages. Dozens of pedagogical institutes, universities and research institutes of national republics and districts devote great attention to questions of improving the teaching of native tongues and literatures at national schools.

RELATIONS BETWEEN TEACHERS AND CHILDREN IN THE SOVIET SCHOOL

By MATVEI SAZONOV

The relations between teachers and pupils depend upon many things : the age of the children, their individual characteristics, personal qualities of the teachers and their skill. In the main these relations are determined by the aims and tasks pursued by education. For example, in the schools of a feudal society the pupils were implicitly subordinated to the teacher, and the children were taught blind submission to authority. The punishment of children was a legal method of education. The maxim, " spare the rod, spoil the child " expresses very well the feudal view of education.

ACTIVE BUILDERS OF A NEW SOCIETY

The Soviet school brings up all-round educated people, active builders of a new society. Soviet young people acquire up-to-date knowledge so as to apply it in their daily activities. Special attention is attached to developing among the pupils diligence, cognition, keenness, initiative, conscientiousness and an attitude of social co-operation and collectivism. The entire system of upbringing, education and training, and the activities of students' organisations are subordinated to this aim.

EXTRA-CURRICULAR ACTIVITIES

A great deal of attention is paid to group work and extra-curricular activities including amateur art and technical activities, and other forms of social activities.

This work, diverse and manifold as it is, is being carried out with the participation of teachers. As a result the relations between the teachers and the pupils in the Soviet school have become much broader and richer. They are based on respect for the personality and dignity of the children as young citizens of the Soviet country. The attitude of the pupils to their teachers is based on respect for the teacher as a close friend and guide. The chief method of education in the Soviet school is the method of persuasion, not compulsion. It is applied in diverse ways depending on the age and development of the pupils: individual talks, and talks with the body of pupils on ethical subjects, lectures, reports, debates, get-togethers, meetings and conferences. Persuasion, which is the chief method of education, relieves the children of the feeling of fear and hostility in their relation with the teacher.

The authority of the teacher is determined not only by his high position in the Soviet society but also by his high moral qualities, his skill as a teacher, his consideration and concern for the children and his just demands upon the pupils.

The students' organisations constantly help the teacher in the striving for better progress and discipline, and in drawing the children into socially useful work.

Corporal punishment, insults, mockery, humiliation and other measures that cause children physical and moral suffering are strictly forbidden in the Soviet school.

MAKARENKO'S PIONEERING WORK

Anton Makarenko, outstanding Soviet teacher, (author of "Pedagogical Poem"), who worked for 16 years in a colony for juvenile delinquents achieved magnificent successes. He was able to turn these children into wonderful Soviet citizens. Makarenko's pupils have retained in their hearts warm love and gratitude to their teacher. "More respect for, and confidence in, children and greater demands upon them"—this was the principle which guided A. Makarenko in his work.

In his "Pedagogical Poem" Makarenko expressed, through the entertaining form of fiction, the substance of the Soviet principles in educating children. The book brought the author the special recognition of the Soviet public. Embodying the richest experience in pedagogical skill, it has become the handbook of the Soviet teachers. A. Makarenko happily combined the talents of a teacher and an educationist. He drew his pedagogical wisdom from Soviet life itself and ably applied it in various forms and with equal success in the children's colony, in the school collectives and in the Soviet family.

Collectivism is the pivot of Makarenko's educational system. Makarenko acquired his deep faith in the powerful force of a well-organised body, in its ability to most favourably influence the development of personality, not only from his personal experience. It was prompted to him by Soviet reality in which new social relations are based on principles of collectivism, on the labour and ideological solidarity of the Soviet people.

CHILDREN'S COLLECTIVE

Makarenko was able to build up huge collectives of children and juveniles, to organise their lives in such a way that the interests and activities of each pupil fully conformed to the interests and activities of the entire collective as a whole. Apart from the educational influence of the colony leader and the teachers, each pupil was to a certain extent influenced by his comrades and he himself influenced them. This educational interaction was extremely effective in developing the best inclinations and aptitudes of each individual.

Makarenko devotes much attention to children's upbringing in the family. The family and the school must educate the children in a single direction. He attached special significance to the authority of parents based on the fulfilment by them of their civic duties, their sense of responsibility to society for the correct upbringing of the children. Makarenko issued a special book "Lectures on Bringing up Children" which enjoys deserved popularity among the teachers and the parents.

The teachers of the Soviet Union are creatively applying Makarenko's experience. The Soviet teacher is the heart and soul of the students' collective. He fosters the manifold interests of the children, patiently corrects their shortcomings, works with them not only in the classroom but also in the young Pioneer detachment and YCL group, on the school experimental plot, in the school training workshops, in the collective farm fields and in the factory shops. He helps the young people with advice and takes a direct part in organising recreational and cultural activities and in the choice of a profession. The Soviet teacher remains the students' adviser for a long time, even after he leaves school. For all this he enjoys their warmest gratitude, respect and love.

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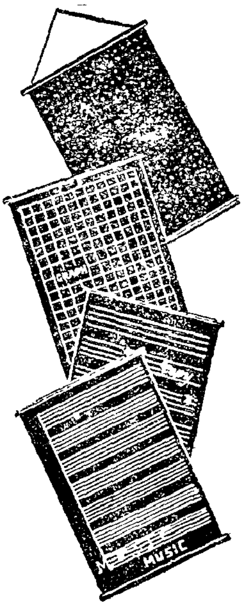

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CHANGES IN A LEVEL—

EXAMINATION COUNCIL'S PROPOSALS

Important changes in the Advanced level examination for the G.C.E. are recommended in a report of the Secondary School Examinations Council presented to Sir David Eccles, Minister of Education, and published today. The changes suggested are designed to help relieve the pressure on school sixth forms and to make the examination more useful to the universities and other selectors.

The council, under the chairmanship of Dr. J. F. Lockwood, Master of Birkbeck College, University of London, recommend the introduction of a system of grading of passes at the Advanced level, with supplementary grading of "Distinction" and "Merit" awarded on the results of special papers available to be taken by those in the higher ability ranges. These papers would replace scholarship papers, which would be discontinued in their present form.

In a foreword to the report Sir David Eccles says it provides a valuable and independent contribution to the solution of a problem which requires urgent attention. The Minister adds: "While I am not yet ready to commit myself to acceptance of the report's conclusions and recommendations, I strongly recommend it to all those concerned. Any organizations or individuals who wish to do so are invited to send their comments to the Secretary of the Council." The council will themselves be consulting all the universities.

The council, pointing out that the G.C.E. examination has now been in operation for 10 years, gives striking figures for the growth in the number of entries at both O and A levels during that period. Entries at Ordinary level, which were 738,700 in 1951, almost doubled to 1,450,000 by 1959. At the Advanced level entries increased from 103,800 in 1951 to 184,600 in 1959.

Growing Pressure

The report, which deals solely with the A level examination, expresses serious disquiet about the "predicament" of sixth forms arising from the growing pressure to achieve examination results. The council believe that the main source of this pressure is not the examinations themselves but the keen and growing competition to enter university. An additional source of pressure on the schools is the "multiplicity of examinations set by the universities, whether for scholarship or entrance purposes", quite aside from the G.C.E. A level examination. The council say they are aware of the efforts being made by the universities themselves to reduce the number of special entrance examinations.

The council, nevertheless, think that some of the criticisms made of the G.C.E. A level examination are justified and that some reform of the examination might, if accompanied by other measures, help to relieve the pressure on sixth forms. The council recommend that there should be grading of A level results with five main grades of pass awarded on the main or "basic" A level papers, of which the two highest grades might be regarded as part of the evidence of a candidate's suitability for a university course of honours or equivalent standard. The five grades are:—

Grade A, accounting for about the first 10 per cent of A level entries in a subject.

Grade B, accounting for the next 15 per cent.

Grades C, D and E together accounting for a further 45 per cent.

The standard of the A level pass would remain unaltered. There would also be no change in the existing practice of awarding O level pass to a group of candidates below the A level pass standard. In addition, there would be two supplementary gradings for abler candidates, called "Distinction" and "Merit", awarded on the results of the Special, or "S" paper, which would be specially designed to test a candidate's intellectual grasp and capacity *to think about his subject.* Only those obtaining A, B or C grading on their basic papers would qualify to have their S paper (if offered) taken into account and supplementary grading would be awarded to a strictly limited proportion of candidates, which might be of the order of 15 per cent of all A level entries in a subject. The council hope that candidates would be discouraged from offering S papers unless they had a reasonable chance of obtaining supplementary grading. They would in any case not be allowed to offer S papers in more than *two* subjects.

Same Syllabuses

Syllabuses for S papers would normally be the same as those for basic papers, but examining bodies should be allowed exceptionally to put forward a case for a wider syllabus for consideration by the council.

The council think it important that the examining bodies should agree on a uniform set of symbols for presenting results and, as far as possible, use similar methods of assessment in arriving at them, and they propose that inquiries already in train should continue so that users of the examination may be reassured about the equivalence of standards as between the various examining bodies.

With one dissentient, the council hope that the universities will, wherever possible, make use of the G.C.E. results in this more serviceable form rather than make use of special entrance examinations. The council also believe that another concerted attempt should be made to revise A level syllabuses with the aim of reducing their factual and memory content, and they propose themselves to undertake this task subject by subject, through the agency of their Syllabus Committee and subject panels (which include both university and school teachers), and in consultation wherever possible with the universities.

—*The Times,* London, Sept. 9, 1960.

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EDUCATION WEEK CELEBRATIONS

PATTAMADAI

Under the auspices of the Masters' Association, the Ramasheshier High School, Pattamadai, the 30th South Indian Education Week was celebrated on 19-11-1960 at 3-45 p.m. There was a large gathering of teachers and the members of the public present. The meeting was presided over by Sri K. G. Ramaswamy Iyengar, M.A.,L.T., Head-Master and President of the Association.

The meeting began with a prayer by Sri S. S. Srinivasa Ayyar.

The President in his introductory speech, welcomed the gathering and pointed out the importance of Education and its place in the Third Five Year Plan.

Mr. K. H. Narayanan, M.A., Lecturer in Physics, St. John's College, Palayamkottai delivered an interesting and eloquent lecture on "Education in the Third Five Year Plan". He dealt in detail with the various aspects and stages of Elementary, Secondary, Higher Secondary and Collegiate Courses. He laid stress on the quality of Education rather than the quantity.

Sri A. Surendaran, Trainee, St. Xavier's B.T. Training College, Palayamkottai, addressed the gathering in Tamil on "Education and the Responsibility of State."

Sri P. S. Viswanathan, Trainee, St. Xavier's B.T., Training College, Palayamkottai read a paper in English on "The Ideal School and the Ideal Teacher."

Sri S. Ramaswamy, Headmaster, Saraswathi Elementary School, Pattamadai read a paper in Tamil on "Problems in Elementary Schools and how to solve them"

After thanksgiving by Sri P. N. Kasturi Renga Iyer, the day's function came to a happy end with the National Anthem.

PERNAMBUT

The Teachers' Association of the Islamiah High School, Pernambut organised the Education Week Programme. Apart from the various activities, it held a Seminar on "Education in Third Five Year Plan" Sri P. B. Krishnaswami I.A.S., inaugurated the Seminar. Mr. C. M. Fazlur Rehman B.A., B.T., Head Master, Islamiah High School, Pernambut presided. Among a number of participants who spoke were: Sri M. S. Varadachariar, Head Master, Board High School, Pallikonda, Sri B. R. Ebenezer and Sri S. P. Vedamanickam. The Seminar was largely attended by the teachers of the Pernambut area and among the members of the public were a number of Presidents of the Panchayats in this area. Sri M. Nageswaran proposed the vote of thanks.

NEWS AND NOTES

THE NATIONAL HIGH SCHOOL, TEPPAKULAM, TRICHY.

The Scout Week was celebrated in the National High School from 7th to 14th November 1960.

Messrs. T. S. Sundara Rajan, S. Ananthanarayanan, L. S. Mathruboo-tham, N. Sundaram, and K. Rengarajan addressed the scouts.

The Animal's Day, The Founders Day, The Health Day, The Heroes Day and The Courtesy Day were celebrated.

Sri R. Bhuvarahan, M.A., L.T., Headmaster, presided over the functions and addressed the scouts.

On 14-11-'60 Universal Children's Day was held. Sri T. S. Sundara Rajan, Scout Master, gave a talk on "Child-minded Nehru". The Headmaster distributed sweets to the children and scouts. With the National Anthem the meeting came to an end.

TEACHERS' CHARTER DAY

Pattamadai

The Masters' Association, Ramaseshier High School, Pattamadai, celebrated the "Teachers' Charter Day" on the 21st November 1960 at 4-30 p.m. with Sri K. G. Ramaswamy Ayyengar, M.A., L.T., President, in the chair.

The following resolutions were passed unanimously. With a vote of thanks by the Secretary the meeting came to an end.

Resolutions

1. Resolved that the pension benefit for Graduate Teachers be increased to one-fourth of their highest average salary last drawn. In the case of superannuated teachers pension shall be given on the average highest pay drawn prior to superannuation.
2. Resolved that the age of retirement of teachers working under Government, Local Board and Private agencies be fixed as sixty.
3. Resolved that house-rent allowance and medical aid be granted to the staff serving in aided schools.
4. Resolved that the dearness allowance of Rs. 10 as per the new scales of pay be sanctioned to all teacher pensioners also.
5. Resolved that fee concession be granted to teachers' children at all levels of education.
6. Resolved that the Revised scales of pay recently sanctioned by the Governmnt be applied also to the Clerical Establishment of aided Secondary Schools in the State.

Pernambut

The Teachers' Association of Islamiah High School, Pernambut organised the Teachers' Charter Day. Sri C. M. Fazlur Rehman presided. A number of speakers participated in the programme. The teachers who spoke unanimously were of the view that the teachers should raise themselves by their own efforts. Others praising the service of the teaching profession to the cause of the National Progress emphasised that the teachers deserved the best that society could offer and visualised that within a short period the profession would be the most highly respected section of Society.

THE MADRAS STATE AIDED SECONDARY SCHOOL CLERKS' ASSOCIATION, MADRAS

A meeting of the General Body of the above Association was held at St. Gabriel's High School, Broadway, Madras, on Saturday 12th November 1960 with Sri T. Purushottam, Ex-M.L.C. in the chair.

Sri M. D. Sreenivasachari, Secretary, while welcoming the members traced the history of the association and requested the members to take interest in the association.

The chairman in his opening speech gave his experience as Special officer of the District Boards and said that in these days of democracy it was necessary that they should all unite and bring to the notice of the government their demands in a representative capacity.

The following resolutions were then adopted :—

1. Resolved to request the government to extend the pension scheme to all the non-teaching staff working in aided secondary schools in the state.
2. This association regrets to note that in the Pay Commission's report no mention has been made about the case of clerks and other non-teaching staff in aided secondary schools and requests the government to sanction the adoption of the following scales of pay with effect from 1-6-60 in view of the heavy responsibilities and arduous nature of work of the clerical staff in secondary schools.
   (a) one post of upper division clerk in schools which have a strength of over 500.
   (b) Junior clerks — Lower division clerk's scale of pay according to the revised scale.

3. This association requests the Government to frame rules to ensure security of service for clerical staff employed in secondary schools on the lines of the rules applicable to the teaching staff.
4. This association resolves to wait in deputation on the Minister for Education and the Director of Public Instruction, Madras, and present a memorandum detailing the demands of the clerical staff employed in secondary schools in the state.

This association appeals to all the clerks employed in aided secondary schools in the state to join the association.

The Secretary is requested to communicate these resolutions to the President, S.I.T.U. and other concerned organisations.

There being no other business the meeting concluded at 7 p.m. with a vote of thanks to the chairman and others present.

THE MADRAS STATE AIDED SECONDARY SCHOOL CLERKS' ASSOCIATION

To

The Hon'ble Minister for Education,
Fort St. George,
Madras.

Sir,

At the General Body Meeting of the above association held on Saturday 12th November 1960 with Mr. T. Purushotham in the chair it was resolved to wait on a deputation on the Minister for Education and present a memorandum to you detailing the demands of the clerical staff employed in aided secondary schools in the state and accordingly I submit the following points for your kind consideration.

This association respectfully brings to your kind notice that while the amended pension scheme sanctioned in G.O. No. 1109 dated 31st May 1958 benefits all categories of teachers beginning from the Headmaster down to the Drawing Master and Sewing Mistress no mention is made of the poor clerks who also form part of the school staff and devote all their time and attention to the well-being and progress of the educational institutions. The clerks are as important as the teaching staff for the successful running of the school. We beg to bring, to your kind notice that the Teachers Provident Fund Scheme applies to clerks also and we request that the same concession be extended to us in the matter of pension scheme. As far as the school clerks are concerned they are few in number in the whole state and this generous concession will be a great encouragement to us in our endeavours to wholeheartedly work for the progress of education feeling that we are part and parcel of the educational organisation. It is also submitted for your kind consideration that by extending the pension scheme to the clerical staff as well in the teaching institutions it will not cost the government much as the number of clerks employed in a school is very small and negligible.

You are aware, sir, of the fact that the clerks nowadays have to discharge heavy responsibilities and the nature of work that they have to turn out is very ardous viz. preparation of financial statements, scrutiny of fee concession applications not to speak of the several statistics to be prepared at short notice. Clerks working in private firms are paid very decently and in addition they get the bonus. There are also chances of promotion. But here in the case of school clerks they enter as clerks and retire as clerks. There is no scope either for promotion or for augmenting their income.

This association feels that it would be a great boon and no small encouragement to provide for some promotion in the case of clerks working in high schools with a strength of 500 and above. They should be placed on the Upper Division Clerk's scale of pay and such posts on U.D.C. scale should be provided at the rate of one for every five hundred strength of pupils.

Though the schools are expected to work for 200 days in a year the clerks

have to work for all the 365 days in a year at the rate of 10 or 12 hours a day to cope up with the work. They are deprived of any holiday in view of the heavy nature of work involved in schools and most of the schools are understaffed. This association requests the government to frame suitable leave rules and also rules to ensure security of service for clerical staff employed in aided secondary schools on the lines applicable to the teachers.

This association begs to point out that in the Pay Commission report no mention has been made about the case of clerks and other non-teaching staff employed in aided secondary schools. It is presumed that the scale of salary allowed to clerks in government service applies to clerks working in secondary schools also. But as some managements are in doubt as to what scale to adopt in the absence of any specific directions from government this association requests the government to clarify the position and issue instructions to the managements so that there may not be any delay in implementing the recommendation.

This association strongly feels that no difference should be made between the teaching staff and non-teaching staff in the fixation of salary scale, service condition etc., and whatever concession is given to the teaching staff it should be extended to the non-teaching staff also as the latter are really part and parcel and important unit in the educational institutions.

Yours faithfully,
(Sd.) M. D. SREENIVASACHARY,
Secretary.

FELICITATION TO NAMAKKAL KAVIGNAR RAMALINGAM PILLAI

Sri Ramalingam Pillai, is one of those rare souls that have rendered yeoman service to the unique freedom struggle waged under the aegis of Mahatma Gandhi. By his untiring energy and unceasing endeavour and by his soul-stirring national songs, he roused the people to active participation in the heroic but non-violent battles of the historic non-co-operation days. His poems are many and on varied topics. They are all of a high order and many of them were composed on important occasions such as the march in South India to the sea coast at Vedaranyam for the Salt Satyagraha. The poems remained scattered in small books and some of them were unpublished. During the past two years, serious efforts were taken to collect all these poems. They have now been published in one big and charming volume by the **Little Flower Co., Publishers, Madras-17.**

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They want to avail themselves of the occasion to issue a souvenir about the poet and to introduce the big book of his poems to the public. Trusting in the goodness of the cause and with the goodwill of the public of the country whom he has thrilled and energised through his songs, this Sangam has undertaken to hold the function under its auspices in the course of the next few weeks. The function will be of a rare type, being held to felicitate a poet in his own life-time. This Sangham desires to make it as effective and significant as possible.

For the conduct of the function and for the issue of the Souvenir this Sangham appeals to the public to donate as much as they can.

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Treasurer,
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Thyagarayanagar, Madras-17.

FROM OUR ASSOCIATIONS

MADURAI DISTRICT TEACHERS' GUILD

The General Body Meeting of the Guild was held on 10-9-'60 under the chairmanship of Sri S. Krishnaiyangar. After prayer by Sri S. P. Natarajan, Sri N. Rajagopal, B.A., B.T., Assistant, St. Mary's High School welcomed the members. Then the President in his introductory speech referred to the unfortunate death of Srimathi K. S. Krishnan, wife of the Secretary of the Guild, of Sri Pheroz Gandhi, M.P. and to the deaths of Sri Yakub Khan, Sri Manickkam and Sri Michael, Headmasters of the Board High School, Pillaimar High School, Madurai and Pasumalai High School respectively and passed resolutions expressing the deep grief of the Guild and conveyed its heartfelt condolences to the bereaved. A minute's silence was observed in memory of the departed.

The President referred to the main defects in the Pay Commission recommendations, the lowering of the rate of increment in the pay scale of Secondary Grade teachers. He further pointed out that nothing had been done to better the lot of teachers beyond revision of pay scales. The question of House rent allowance, medical aid, uniform leave rules, security of tenure etc have been left unsolved. The Education Acts have not been pursued.

The following resolutions were considered and adopted.

It was resolved to form a Committee consisting of the President of the Guild Sri S. K. Kuppusamy Iyer, Vice-President S.I.T.U. Sri V. Mariaratnam, Sri S. P. Natarajan and the Secretary of the Guild to wait in deputation on the D.E.O. and represent to him the case of the teachers of the Labour Welfare High School whose services were terminated a year ago. It was resolved to send a telegram to the Education Minister to intervene and see that speedy justice is done to them.

A resolution sanctioning the balance amount from the collections for the 50th State Educational Conference to be used for the construction of the building, was adopted.

After a vote of thanks by the joint Secretary Sri Swami Pillai, the meeting terminated.

PROCEEDINGS OF THE GUILD MEETING HELD ON 22-10-'60

The General Body Meeting of the Guild was held on 22-10-'60 in the premises of the Sourashtra High School, Madurai under the Chairmanship of Sri S. Krishnaiyangar. The following resolutions were considered and adopted.

1. Resolved that the Statement of Receipts and Expenditure of the 50th State Educational Conference duly audited by Sri K. Rajagopal, B.A., L.T., M. C. High School, be approved and passed.

2. This meeting of the Guild authorises the President and the Secretary to raise a loan of Rs. 2000 to complete the Guild building at Somasundarpuram Colony on the security of the site document.

3. Resolved to express the sincere thanks of the Working Committee to all those that have contributed to the success of the Conference, in particular to the Chairman of the Reception Committee, to all the Patrons and donars, to the convenors of the various sub-committees and their members to Sri V. Jambunathier, Retd. Headmaster, to school managements for contributions, to the Press, to the volunteers, to the advertisers, to the Management, Sourashtra High School and to the Headmaster for placing the School building and furniture at the disposal of the Conference authorities.

Sri K. S. Krishnan, the Secretary proposed the vote of thanks.

RESOLUTIONS PASSED AT THE MEETING OF THE MADRAS TEACHERS' GUILD COUNCIL HELD AT THE P. S. HIGH SCHOOL, MADRAS, ON 2-12-1960.

1. This Council requests the Government to take for purposes of weightage the total service of a Teacher, as is taken for purposes of pension, irrespective of the cadres in which he might have served and the grades of institutions and the different Agencies he might have served under, as otherwise, weightage will be of practically no use to many Teachers.
2. This Council requests the Government to liberalise the rate of increment in the second slab to Rupees eight in the case of Secondary Grade Teachers, consistent with the principle followed in respect of all other grades.
3. This Council requests the Government to grant increased scales of salaries to Physical Training Instructors and Manual Training Instructors handling Higher Forms, or increased allowances on a decent scale.
4. This Council requests the Government to grant Rs. 300/15/450 scale to all Headmasters under all Agencies, irrespective of the strength of the High Schools, with variations only in Headmasters' allowance according to the strength of the High Schools.
5. This Council reiterates its previous resolution in respect of Teachers retrenched from Aided Elementary Schools in June 1959 and urges on the Government the need :—
   (i) to pay salaries for the period of break in their service ;
   (ii) to give Secondary grade, posts to such of the Secondary Grade Teachers as have been placed on the Higher Grade under the Corporation of Madras ;

   to continue their Provident Fund accounts and to pay vacation salary for such period as has been withheld in respect of such Teachers.
6. This Council reiterates its Resolution No. 7 dated 8-10-1960 and urges on the Government the need to pay the Teachers as per entries in their Service Registers.
7. This Council requests the Government to liberalise the rate of increment to Rupees Three in the case of Lower and Higher Grade Teachers.
8. This Council requests the Government to liberalise the rate of pension to B.T. Grade Teachers to Rs. 30/120 of the last three years' average salary, as in the case of other grades.
9. This Council thanks the Government for amending the Pension Rules, removing the insistence on service on the crucial dates, in respect of super-annuated Teachers.
10. This Council appeals to the Government to sanction, in the case of all Teachers under all Agencies, this year's increment dues in addition to the benefits under the Revised scales, as, in the Teaching Profession, increments mostly fall due in June and the pay on 31st May that is taken for fixation of Revised scales cannot include such earned increment.

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OUR LETTER BOX

SECONDARY SCHOOL LEAVING CERTIFICATE BOOKS

Under the scheme of Secondary Education introduced in the year 1929 there is practice of recording particulars of pupils during their study in forms IV to VI. The scheme has been modified in 1948 and also recently. This system is adopted to have individual and personal progress of pupils. At the time of introduction the Headmasters were able to record the particulars properly as there were only few high schools with small number of students in higher forms.

Now the system is not working properly. Almost all the schools enter the Annual Examination Marks of the pupils of Forms IV and V and selection examination marks in the case of VI Form pupils without considering their terminal and monthly examination marks and also marks awarded for composition exercises as well as oral and practical tests. It is not possible to gather the particulars unless the teachers handling higher forms pay individual attention to pupils. The number of pupils studying in higher forms has increased enormously and the teachers also do not continue to work in one and the same school. As such the particulars required are entered by the office with the kind signature of the headmaster. Most of the high schools started recently do not know the mode of this scheme unless there is an experienced person either in the Office or as the head of the institution. The 1929 Secondary Education Scheme book is also not available with the Government Publication Department.

The certificate blank forms have to be supplied by the department every year. The schools have to submit their indent for blank forms when the pupil is reading in IV Form and the blank forms are ordinarily supplied in the short term of the next year or even in subsequent year of his studies. Many schools prepare the particulars only after the receipt of certificate books. If a pupil leaves the school in the middle of IV or V Form and joins another school in the secondary school course the school authorities where the pupil studied previously find it difficult to enter the particulars such as identification marks, height, weight etc. If a pupil studied in three or four high schools during his higher secondary stage the difficulty of obtaining the certificate books cannot be explained in words. The pupil will be sent to the public examination and the results are withheld by the authorities for want of certificate book!

When a pupil leaves the secondary school after completion of his studies he will be issued a Transfer certificate and a conduct certificate besides the S.S.L.C. book. If the pupil is a sportsman or having special training such as N.C.C. or A.C.C. he will be awarded merit certificates. The entries other than marks made in the S.S.L.C. book issued to him besides the above certificates will not help him in any way. If he enters in a college he wants his T. C. and only the marks obtained in the S.S.L.C. Public Examination. If he goes for employment no body cares for his studies during higher secondary stage. They want either T. C. or the Public Examination marks.

In the above circumstances it is clear that the mere cooking of this S.S.L.C.'s is only waste of stationery and time. It is enough if the pupils are awarded certificates in sheets like the certificate of Elementary School Leaving Certificate with the following additional columns.

The additional columns to be opened are:

1. Nature of course studied i.e. Academic or Bifurcated.

2. Details of bifurcated course taken.
3. Identification marks of the pupil.
4. The name of the pupil should be entered after his father's name.
5. Date of birth.
6. Marks obtained in each subject in the Public Examination.

I hope that the department and the persons interested in education will please look into the matter and do the needful before the introduction of the new higher secondary scheme i.e. 1961-62.

R. PANDURANGAN,
Ex-Secretary,
Secondary Schools Clerks Association.

Rajapalayam,
15-10-1960.

Sub : Qualification of Teachers for handing of XI Std. in the Higher Secondary Schools.

Ref : G.O. Ms. No. 2159 — Education dated 6th Nov. 1959 and G.O. Ms. No. 1000 — Education dated 16th May 1960.

The D.P.I. proceedings R.C. No. 148-K2/60, dated 18-7-1960. Memorandum No. 6235 F2-1 Education dated 7-7-160.

Regarding the qualification of teachers for handing of XI Std. in the Higher Secondary Schools, it is stated in the G.O. cited above, (1) those who possess an M.A., or M.Sc., degree, (2) graduates who are holders of a first class B.A., or B.Sc., degree, and (3) other graduates who possess a post-graduate certificate awarded by the Madras Univrsity. Besides, all the three types of teachers should possess a degree in teaching. These teachers are alone, it seems, eligible to teach XI Std.

In this connection I like to point out some of the grievances of the present B.A., B.Sc., B.T., or L.Ts who are well experienced teachers and some of them are also working as Headmasters. They are much better than these raw graduates who are fresh from the college however highly qualified may be. In the field of teaching credit should always be given for experience. But it is unfortunate that these experienced teachers most of them are above 45 years of age, are by-passed in the above G.O. quoted. It is a known fact that the knowledge and the soundness in the subjects they teach are in no way inferior to that of the raw graduates. It is also unjust to ask these teachers to undergo further regular college study.

Above all there are some practical difficulties also. The managements are not willing to send teachers for this training for the following reasons viz. (1) If the teachers are deputed they have to be paid their salary as usual. They should not be deprived of their pay, (2) substitutes have to be appointed and it is a double expenditure to the management, (3) if such expenses are incurred, I understand that there is no specific instruction that that expenditure will be taken into account for the purpose of grant. Under such circumstances it is but natural that the managements hesitate to depute teachers for the certificate course conducted by the University in different regions.

Already there is dearth of maths and science teachers not only in high schools but also in colleges. Therefore I like to suggest that those B.A., B.Sc., L.T.'s or B.T.'s who have put in more than ten years of service in teaching high school classes especially VI Form classes may be allowed without any further training by virtue of their rich experience, to teach XI standard also. A bird in the hand is worth two in the bush. This arrangement will no way reduce the efficiency but it will rather create an incentive to those teachers and it is more economical and easily workable also.

When many foreign countries give postal tuitions even for science subjects like Radio Engineering etc. why should not our university arrange postal tuitions for the benefit of these teachers who want to appear privately for the post-certificate course examination. This will not only save time but also money.

Another bad experience is that many of these M.A.'s and M.Sc.'s do not stick on long as teachers. As they enter they go on looking for some better jobs, as the teaching profession is not at all attractive to them.

I hope the authorities will give due consideration for the suggestion given above and do the needful to encourage these experienced teachers whose services will in no way inferior to others.

D. SESHADRI.

The Headmistress, T.E.L.C. Girls' High School, Usilampatti, writes under date 10th September 1960.

"According to the distribution of periods for the several subjects given in page 4 of the Revised Syllabus for Secondary and Higher Secondary Course in the supplement to Part I-B of the Fort St. George Gazette dated 23-4-1958, one period for translation is given along with 6 periods of English. The same is mentioned in pages 42 and 44, under the head of Part III—English. So it is evident that translation classes in Stds. VIII and IX are handled by teachers taking English for the above classes in our school. Translation was part of the English question papers also in the terminal and annual examaination last year for Std. VIII.

But now according to the communication received from the Commissioner for Government Examinations, Madras, in which the questions and marks for the various subjects are given, translation is grouped with Tamil.

Kindly clarify the matter."

We hope the authorities concerned will look into the matter and do the needful.

Southern California Impresses Indian Girl Scouts

Two girl guides from India, who attended the annual Roundup of American Girl Scouts at Colorado Springs, Colo., recently returned home after a memorable three-week stay in Southern California.

Miss Pushpa Ranade, of Bombay, and Miss Veena Agarwal, of New Delhi, who represented India at the Roundup, reported they gained an intimate experience of American home life in Uplands, California.

Praising American friendliness and hospitality, the Indian girls visited many places of interest in Southern California — including Los Angeles Harbour, Disneyland, Hollywood and Mount Palomar Observatory.

During their California stay, they were guests of girl scout families in Uplands and the Chaffey Girl Scount Council.

Miss Ranade observed that "camping in the U.S. is very similar to caming in India, except that they have some more facilities." — *Globe Press Service*

OUR BOOKSHELF

AN INVESTIGATION INTO THE NEED FOR AND THE NATURE OF A CONTENT COURSE IN ENGLISH FOR PROSPECTIVE SECONDARY GRADE TEACHERS: Published by the S.I.T.U. Council of Educational Research, Madras-28.

This is a report of the 'Content Course' held under the auspices of the S.I.T.U. Council of Educational Research with the co-operation of the British Council for the purposes of increasing and improving the teacher's equipments in the year 1960.

AIDS TO THE TEACHING OF MUSIC: By P. Sambamoorthy. Price Rs. 5. (The Indian Music Publishing House, 4, Bunder St., Madras-1.)

The principle aids to the teaching of music are analysed and explained to the pages of the book supported by charts and illustrations. The seven chapters in this volume are:

1. Arohana and Avarohana Graphs, 2. Charts, 3. Kolam, 4. Musical Maps, 5. Brinda Ganam, 6. Pinnal Kolattam and 7. Miscellaneous.

CHILDREN'S REACTIONS TO FRUSTRATION: By Udai Pareek. (CIE Publication No. 44.)

This is a summary of the study made by Dr. Udai Pareek on the developmental patterns of children's reactions to frustration. The present study will help in the understanding of the developmental trends in the personality development of children. It will be found useful for various purposes in schools and child guidance clinics.

MODERN INDIAN EDUCATION: By T. N. Siqueira. Price: Limp. Rs. 4. (Available in Board at Rs. 4.75.) Oxford University Press, Madras-2.

This book is No. 30 of Teaching In India Series and deals with Indian Education from ancient times down to the present. Education in the British period is dealt with in rather more detail being the immediate source of our modern problems. These problems are: Physical, moral and religious, intellectual Education, Women's Edution. The burning problem of languages as media of Education of subjects. A chapter on the experiments made by Government or private persons such as Basic Education, Public Schools and Viswabharati has been added.

The recommendations of successive Commissions appointed by the Government of India have been analysed and examined for the benefit of students and experts alike. The author's own opinions or conclusions particularly on Women's Education and moral and religious Education provide interesting study in criticism from Educational points of view.

TEACHING OF SANSKRIT IN SECONDARY SCHOOLS: By D. G. Apte and P. K. Dongre. Price Rs. 5.25. (Acharya Book Depot, Baroda.)

The publication of this book is timely, since the study of the subject in our country has received a new impetus consequent on the report of the Sanskrit Commission. There is also a growing awareness among our people regarding the immense importance of Sanskrit in our cultural heritage. Sanskrit teachers will find in this publication a hand book useful to them in their professional work.

WRITTEN EXPRESSION IN ENGLISH: *Bulletion No.* 3 published for the S.I.T.U. Council of Educational Research by S.I.T.U. Publication Limited. Price. Re. 1.

This is a very useful hand book for English teachers in Secondary School brought out as a result of experimental study of the teaching of English discussed at two conferences of English Teachers from different schools in the City of Madras.

A REPORT ON THE CONSTRUCTION AND STANDARDISATION OF A VERBAL GROUP TEST OF INTELLIGENCE (13 plus) : (Central Institute of Education, Delhi. Price Rs. 1.60.)

This is publication No. 38 of the Institute based on the tests conducted in the Hindi language for the age-group 13 plus for the purpose of assessing general ability of school going children of eleven to fourteen years of age. It is an omnibus test having a variety of items generally accepted as measuring intelligence.

Receipt of the following publications is thankfully acknowledged.

1. Southern Asia Social Science and Bibliography. (With Annotations and Abstracts).
2. School Broadcasts — All India Radio, Madras-Tiruch — November 1960 to March 1961.
3. Britain in Brief 1959. (British Information Service).
4. This is Britain. November 1, 1960. (British Information Service).
5. Technical Education in Britain. (British Information Service).
6. The General Certificate of Education and Sixth Form Studies. (Ministry of Education, London.)

C. R.

GOVERNMENT ORDER

GOVERNMENT OF MADRAS

Education and Public Health Dept.
G.O. (Ms.) No. 2386 Education
dated 14th November 1960.

(Abstract)

EDUCATION — Teachers' Pension Scheme — Rule 9 of the Pension Rules — Second proviso — Amended.

READ :

G. O. No. 2079 Education Dt. 25-11-'58
G. O. No. 1834 Education Dt. 7- 9-'59
G. O. No. 964 Education Dt. 11- 5-'60
G. O. No. 1778 Education Dt. 18- 8-'60
From the Director of Public Instruction No. 2906 B10/60 dated 16-7-'60.

ORDER :

The Government approve of the proposal of the Director of Public Instruction that a trained teacher, who had attained the age of Compulsory retirement prior to 1-4-'55 but was actually in service in the same or in any other school on or after 1-4-'55. be made eligible for pension.

2. The appended notification will be published in the Fort St. George Gazette.

3. This order issues with the concurrence of the Finance Department — vide their U. O. No. 114619/Pen/60-1 dated 1-11-'60.

(By order of the Governor)

T. P. KOTHANDARAMAN,
Deputy Secretary to Govt.

Appendix

1. In the Madras Teachers' Contributory Provident Fund Insurance Pension Rules, for the word and figures "on 1-4-'55" occurring in the second proviso to rule 9 of the pension rules, the words and figures "on or after 1-4-'55' shall be substituted.

2. The second proviso referred to above shall be renumbered as third proviso.

3. The amendment in para 1 above shall be deemed to come into force from 1-4-'55.

(Sd.) K. BALAGOPALAN,
Superintendent.